

2003

The Arizona Model for School Counseling Programs:

A Framework for Comprehensive
Competency Based Guidance

PROGRAM WORKBOOK

A Guide for K-12 Program Development

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Arizona Model For School Counseling Programs: A Framework For Comprehensive Competency Based Guidance

Program Workbook Overview

Congratulations! You are beginning an exciting journey of transforming your counseling program into a comprehensive, competency-based program that focuses on results.

The purpose of this workbook is to serve as a step-by-step guide for school counseling practitioners and leaders who are committed to implementing the Arizona Model for School Counseling Programs based on the 2003 American School Counselor Association (ASCA) National Model.

This workbook should be used as a companion resource to the ASCA National Model publication. The terminology and language of the Arizona Comprehensive Competency Based Guidance Program Handbook has been revised to reflect the language of the National Model. However it is up to local counseling professionals to use this information to build unique results based programs that are responsive to the needs of their own schools and communities.

This Program Workbook provides the definitions, examples, criteria, resources and action steps you can take to develop your program. It is organized as a step by step workbook that will help you understand the terminology of the National Model and will assist you in evaluating the current status of your school counseling efforts, and how to move to the next step.

The appendices provide the ASCA National Standards, the National Career Development Guidelines and forms to align your counseling program with Academic Standards and other initiatives. In addition Action Planning forms and Results Reports forms are included as well as other hands-on tools.

The last item included in the Appendix, is the Program Audit. The Program Audit section serves as a tool to assess your program in relation to the ASCA National Model. It also will help you delineate critical areas in your program that may be targeted for improvement. For more complete evaluation criteria, see ASCA National Model Program Audit pages 110-120. As it is helpful to begin with the end in mind, you may want to begin with the Program Audit and then progress to the Workbook or target specific sections for immediate program improvement.

Enjoy the journey!

Arizona Model for School Counseling Programs*

IV. Accountability

Results
Reports

Counselor
Performance
Standards

Program
Audit

III. Management System

Counselor
Administrator
Agreements

Advisory
Council

Use Of
Data
Closing
the Gap

Action
Plans

Use of time

Calendar

II. Delivery System

Guidance
Curriculum

Individual
Student Planning

Response
Services

System
Support

I. Foundation

Philosophy

Mission

Goals

Competencies

Comprehensive
Competency Based
Guidance

***Based on the 1990-2002 Arizona Comprehensive Competency Based Guidance Program Model and the American School Counselors Association National Model**

PROGRAM WORKBOOK

I. FOUNDATION

The foundation area provides the framework for the counseling program and defines student results.

There are four necessary elements for the foundation to be stable and to support your program.

- Element 1: Philosophy
- Element 2: Mission Statement
- Element 3: Goals
- Element 4: Student Competencies

Element 1: Philosophy

Definition:

The philosophy is a set of principles agreed upon by all the counselors responsible for the program. These “we agree” statements guide the development, implementation and evaluation of the counseling program.

Example:

The counselors at “Canyon State School” believe:

- All students have dignity and worth
- All students have the right to participate in the school counseling program
- The Canyon State School counseling program should be based on specified goals and student competencies.
- The program is evaluated on specified goals and agreed upon student results
- Full time, state certified school counselors are used to deliver the program

Criteria:

1. The statement of philosophy addresses ALL students.
2. It focuses on prevention and student development.
3. It identifies persons to be involved in the delivery of activities.
4. It identifies who will plan and who will manage the program.
5. It defines the management system to be used.
6. It identifies who will be responsible for monitoring students’ academic, career and personal/social progress.
7. It references the professional credentials of the counselors.
8. It defines the ethical guidelines followed by the department.

Action:

Use this space to describe the philosophy of your counseling program.

Results:

Check off the steps you or your school have taken to develop and implement your counseling philosophy.

	Yes	No	Target Date
1. A statement of Philosophy has been written for the counseling program	_____	_____	_____
2. The Philosophy meets the criteria listed in this workbook.	_____	_____	_____
3. The Philosophy has been presented to and accepted by:			
•School Administration	_____	_____	_____
•Advisory Council	_____	_____	_____
•School Board	_____	_____	_____

Element 2: Mission Statement

Definition:

The mission statement describes the purpose of the counseling program. It provides a vision for what every student should achieve and it should be linked to the mission of the school and district.

Example:

The mission of the Canyon State School Counseling Program is to provide a comprehensive developmental approach focused on the attainment of academic, career and personal/social competencies for all students in partnership with other educators, parents and the community.

Criteria:

1. The mission statement is written with the student as primary client.
2. It is written for all students.
3. It is clearly stated.
4. It indicates categories of content and skills to be learned.
5. It links with the statement of purpose or mission of the school, district administration or Board of Education.

Action:

Use this space to describe the mission of your counseling program.

Results:

Check off the steps you or your school has taken to develop and implement your counseling mission statement.

	Yes	No	Target Date
1. A mission statement has been written for the counseling department.	_____	_____	_____
2. The mission statement meets the criteria listed in this workbook.	_____	_____	_____
3. The mission statement has been presented to and accepted by:			
• School Administration	_____	_____	_____
• Advisory Council	_____	_____	_____
• School Board	_____	_____	_____

Element 3: Domains

Definition:

Domains are broad categories or goals upon which student standards, competencies and indicators are built.

Examples:

- Academic Domain
- Career Domain
- Personal/Social Domain

Element 4: Standards, Competencies and Indicators

Definition: Standards

Standards are statements in each domain that describe what students should know or be able to do.

Example: Standard C¹

Students will understand the relationship between personal qualities, education, training and the world of work.

Definition: Competencies

Competencies are specific expectations that relate directly to the content standards (academic, career, personal/social).

Example: Competency C:1²

Acquire knowledge to achieve career goals.

Definition: Indicators

Indicators are specific, measurable proficiencies in knowledge, skills or attributes that students demonstrate to meet a competency.

Example: Indicator C:C1.1³

Understand the relationship between educational achievement and career success.

¹ From the ASCA National Standards

² From the ASCA National Standards

³ From the ASCA National Standards

Action:

Use this space to describe the Domains, Standards, Competencies and Indicators used in your counseling program. You may decide to adopt the ASCA National Standards, The National Career Development Guidelines or develop your own local variation of these generally accepted standards.

Note: See Appendix A for ASCA National Standards and Appendix B for National Career Development Guidelines

Use this space to describe how your Standards and Competencies are linked with Academic Standards, CTE Standards and other reform initiatives.

Note: See Appendix C for alignment, crosswalk tools.

Results:

Check off the steps you and your school have taken to develop and implement your counseling program's Standards, Competencies and Indicators.

	Yes	No	Target Date
1. Written standards, student competencies and indicators have been adopted or developed.	_____	_____	_____
2. Student competencies and indicators are specific and measurable.	_____	_____	_____
3. Standards and competencies are linked to academic standards.	_____	_____	_____
4. Standards, competencies and indicators have been presented and accepted by:			
• School Administration	_____	_____	_____
• Advisory Council	_____	_____	_____
• School Board	_____	_____	_____

B. DELIVERY SYSTEM

Now that your foundation is in place, you are now ready to organize how the program is delivered to students, staff and community partners.

This section describes the activities, interventions and approaches used in the four elements of the delivery system. They are:

- Element 5: Guidance Curriculum
- Element 6: Individual Student Planning
- Element 7: Responsive Services
- Element 8: System Support

Element 5: Guidance Curriculum

Definition:

The Guidance Curriculum consists of structured, developmental lessons presented systematically through classroom and group instruction. It is preventative and proactive in nature and critical to helping ALL students attain the counseling program competencies.

Action:

Use this space to describe how you will implement the Guidance Curriculum component. Identify what curriculum resources you have or need to successfully implement this element. (See Appendix D for Curriculum Resources)

Results:

Check off the steps you and your school have taken to develop and implement a Guidance Curriculum at your school.

	Yes	No	Target Date
1. A written Curriculum is currently in place.	_____	_____	_____
2. The Guidance Curriculum is linked to the academic/career and technical standards of the school.	_____	_____	_____
3. The Guidance Curriculum includes sequenced competencies, activities, resources and evaluation methodology.	_____	_____	_____

Element 6: Individual Student Planning

Definition:

Individual Student Planning consists of activities to assist students to plan, monitor and manage their own educational and career development.

Examples:

Strategies for Individual Student Planning include:

1. Individual and small group guidance to assist students in analyzing and evaluating their abilities, interests, skills and achievements.
2. Individual and/or small group advising to assist students in using academic, career or personnel/social information in setting future goals.

Action:

Use this space to describe how you will implement the Individual Student Planning Component of the delivery system.

Results:

Check off the steps you and your school have taken to develop, implement and evaluate the Individual Student Planning component.

	Yes	No	Target Date
1. Every student has a written educational/ career plan that is updated annually.	_____	_____	_____
2. Individual and small group guidance is available to students in the three domains (academic, career, personal/social).	_____	_____	_____

Element 7: Responsive Services

Definition:

Responsive Services consist of activities to meet the immediate needs and concerns of students. These services are available to all students and are often student initiated through self-referral.

Examples:

Responsive Services are delivered through such strategies as:

1. Consultation with parents, teachers, other educators and community agencies.
2. Individual and small group counseling for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks.
3. Crisis Counseling to provide support, prevention, intervention and follow up during emergency situations.
4. Referrals to mental health agencies, employment and training and other community service agencies

Action:

Use this space to describe how the Responsive Services component is delivered at your school. (i.e. counselor of the day handles responsive services)

Results:

Check off the steps you and your school have taken to develop, implement and evaluate the Responsive Services component.

	Yes	No	Target Date
1. Students are assisted in solving immediate problems that interfere with their academic career and personal/social development.	_____	_____	_____
2. Individual and small group counseling is provided to student with difficulties.	_____	_____	_____
3. A written crisis intervention plan is in place, updated annually and crisis counseling is provided as needed.	_____	_____	_____
4. A written and regularly updated list of emergency and community services is available.	_____	_____	_____

Element 8: System Support

Definition:

System Support consists of the necessary management activities that establish, maintain and enhance the total counseling program.

Examples:

1. Professional development activities such as attending and providing in service training, professional association membership and involvement, and postgraduate education.
2. Consultation, collaboration and training with teachers, staff, parents, community groups advisory councils and district committees.
3. Program management and operations that include budget, facilities, research, data analysis and shared responsibilities with other team members.

Action:

Use this space to describe how the system support component is delivered at your school.

Results:

Check off the steps you and your school have taken to develop, implement and evaluate the system support component.

	Yes	No	Target Date
1. Counselors provide and participate in professional development activities.	_____	_____	_____
2. Counselors serve on curriculum committees, school improvement teams and advisory councils.	_____	_____	_____
3. Counselors conduct research and collect and analyze data used to improve the counseling program.	_____	_____	_____

C. MANAGEMENT SYSTEM

The Management System provides tools and processes to organize and manage the counseling program. In order to maximize the effectiveness of the counseling program, counselors need to analyze their site data, develop action plans to meet stated goals and objectives and learn how to control time.

The six elements of the Management System are:

- Element 9: Counselor/Administrator Agreements
- Element 10: Advisory Council
- Element 11: Use of Data
- Element 12: Use of Data...Closing the Gap
- Element 13: Action Plans
- Element 14: Use of Time/ Calendar

Element 9: Counselor/Administrator Agreements

Definition:

The cornerstone of the management system is the Counselor/Administrator Agreement. Each counselor completes this written agreement that documents the outcomes to be attained with students, parents, staff and the community. The agreement is reviewed and approved by the administrator.

Example:

The Counselor/Administrator Agreement specifies how the counselor will deliver the counseling program and includes:

1. Percent of time spent in each area of the delivery system.
2. How students access the counselor (i.e. grade level, domain, career pathway, etc.)
3. Specific results the counselor is responsible for with students, staff, parents and the community.
4. Professional development needed by the counselor to ensure his/her success. The counselor and the administrator working with the school counseling team review, discuss and reach consensus on this written agreement.

Action:

See Appendix E for an example of a Counselor/Administrator Agreement Form to adopt or adapt. Using this form or your own adaptation, draft a copy of this agreement for how you plan to spend your time and what student, staff and community results you will attain.

Results:

Check off the steps you and your school have taken to develop and implement Counselor/ Administrators Agreements.

	Yes	No	Target Date
1. The school counseling team and administration discuss data-driven results to be accomplished.	_____	_____	_____
2. Individual Counselor/ Administrator Agreements are on file.	_____	_____	_____
3. Agreements include what results are obtained for students, staff, parents, and the community.	_____	_____	_____
4. Agreements include the percent of time spent in each deliver area.	_____	_____	_____

Element 10: Advisory Council

Definition:

The Advisory Council is a representative group of persons appointed to advise and assist in the success of the counseling program. The council provides advocacy, continuous evaluation and recommends priorities and ways to improve the counseling program. This input is provided to the counseling management team/guidance chair and counseling staff for effective program planning. Advisory councils are recommended at both the school and the district levels.

Examples:

1. Advisory councils are representative of the school service area and include administrators, parents, former students, employees, teachers and college representatives.
2. The council should be large enough to reflect the diversity of the school and community, but small enough to operate effectively. (Recommend 10-15 persons)
3. A structured plan of work, excellent leadership and clearly outlined responsibilities must be provided.
4. The council should meet a minimum of two times per year.

Action:

Use this space to describe how you will appoint an advisory council. Include some suggested names and positions. Clearly describe The Advisory Council's role.

Results:

Check off the steps you and your school have taken to develop and implement an effective Advisory Council.

	Yes	No	Target Date
1. A representative Advisory Council is in place for your district.	_____	_____	_____
2. A representative Advisory Council is in place for your school.	_____	_____	_____
3. The Advisory Council meets at least twice per year.	_____	_____	_____
4. The Advisory Council reviews the program audit, results reports, actions plans and student data and makes recommendations.	_____	_____	_____
5. The Advisory Council provides advocacy for the program.	_____	_____	_____

Element 11: Use of Data

Definition:

An effective program is data driven and incorporates the use of data to effect change and to provide direction for the program.

Examples:

There is a wide variety of data available to monitor student and program progress. Some examples are:

1. Student Achievement Data such as standardized tests, GPA, graduation rates, reading and math levels, dropout rates.
2. Achievement Related Data that have strong correlations to academic achievement such as discipline referrals, suspensions, attendance, course enrollment patterns.
3. Student Competency Attainment Data, such as the percent of students with a 4-6 year career/education plan and/or percent of students who attained workplace standards.

Action:

Use this space to identify the sources of data you will used to drive your program. This will help prioritize your action plans and help you measure results.

Results:

Check off the steps you and your school have taken to use data to drive your counseling program.

	Yes	No	Target Date
1. Student Achievement Data is used to drive the program.	_____	_____	_____
2. Achievement Related Data is used to drive the program.	_____	_____	_____
3. Student competencies are measured and reported.	_____	_____	_____
4. Data is collected and used in program planning (immediate, intermediate and long range).	_____	_____	_____

Element 12: Use of Data...Closing the Gap

Definition:

In addition to looking at aggregate, global data from the entire student population, it is also important to disaggregate the data to see if any groups of students are not achieving as well as others.

Examples:

Data can be disaggregated by gender, ethnicity, socioeconomic (free or reduced lunch), career and technical education enrollees, language, etc.

Action:

Use this space to identify the disaggregated data you will use to close the gap. For example you may want to research how career and technical education students compare academically with other students. If there's a gap, identify the counseling interventions you plan to use to close the gap (tutoring, mentoring, small group guidance, classroom presentations, etc).

Results:

Check off the steps you and your school have taken to use disaggregated data to close the gap.

	Yes	No	Target Date
1. Student achievement data is disaggregated using identified variables.	_____	_____	_____
2. Student achievement related data is disaggregated using identified variables.	_____	_____	_____
3. Identified achievement gaps are aligned with counseling program standards and competencies.	_____	_____	_____
4. Counseling program interventions are provided to close the gap and results measured.	_____	_____	_____

Element 13: Action Plans

Definition:

To maximize the delivery of the counseling program, Action Plans are developed that detail how the counselor plans to attain the desired competency or results.

Example:

There are two types of Action Plans:

- Guidance Curriculum Action Plan
- Closing the Gap Action Plan

Each plan contains the standard and competency to be addressed, the counseling activity or intervention planned, the data used, the timeline, the person responsible, evaluation method and expected results.

Action:

Use this space to describe how you will utilize the Guidance Curriculum Action Plan and Closing the Gap Action Plan to deliver the counseling program. (See Appendix F for sample of Action Plans)

Results:

Check off the steps you and your school have taken to develop and implement the Guidance Curriculum and Closing the Gap Action Plans.

	Yes	No	Target Date
1. Guidance Curriculum Action Plans are written for each grade level.	_____	_____	_____
2. Closing the Gap Action Plans are written for identified populations.	_____	_____	_____
3. Action Plans have been reviewed by the Administration	_____	_____	_____

Element 14: Use of Time/ Calendar

Definition:

If you don't manage your time in your counseling program, someone else will. This element refers to the percentage of time spent in the four delivery components and the use of a Master Calendar as a management tool to effectively plan and publicize the counseling program activities.

Example:

Recommended use of time according to Gysbers, N.C. and Henderson, P, *Developing and Managing Your Guidance Program, 2000*.

Delivery System Component	Elementary % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35%-45%	25%-35%	15%-25%
Individual Student Planning	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10%-15%	10%-15%	15%-20%

It is suggested that counselors complete a time and task analysis by recording their activities one day of each week, rotating the recording day so that a fair assessment is realized. In this way you can see where time is being spent and adjust your master calendar to be in line with the recommended percentage of time spent. (See Appendix G for sample Time & Task Analysis)

Action:

Until a formal time and task analysis can be completed, use this space to first estimate the current percentage of time spent in each area to deliver your program and then set goals for how much time you would like to spend in each area in the future.

Delivery System Component	Current Estimated % of Time	Future Goal % of Time
Guidance Curriculum	_____	_____
Individual Student Planning	_____	_____
Responsive Services	_____	_____
System Support	_____	_____

Based on this information, identify delivery system component activities to be included in your Master Calendar. (See Appendix H for sample of Master Calendar.)

Results:

Check off the steps you and your school have taken to measure use of time and the development of a Master Calendar in your counseling program.

	Yes	No	Target Date
1. A time/task analysis has been completed	_____	_____	_____
2. Counselors spend the recommended % of time on the Guidance Curriculum	_____	_____	_____
3. Counselors spend the recommended % of time on Individual Student Planning	_____	_____	_____
4. Counselors spend the recommended % of time on Responsive Services	_____	_____	_____
5. Counselors spend the recommended % of time on System Support	_____	_____	_____
6. A Master Calendar is written and published to plan and promote the program	_____	_____	_____

D. ACCOUNTABILITY SYSTEM

This area provides the means to evaluate the school counseling program. There are three necessary elements for counselors to use to demonstrate the effectiveness of the program:

The three elements of the Accountability System are:

- Element 15: Results Reports
- Element 16: School Counselor Performance Standards
- Element 17: The Program Audit

Element 15: Results Reports

Definition:

Results reports are extensions of the Curriculum and Closing the Gap Action Plans. Whereas the actions plans detail the intervention and the evaluation methodology used, the Results Plans detail the outcomes of the intervention in terms of process, perception and results data and summarizes the implications of how students are different because of the effort.

Example:

Results Reports include:

1. Process Data: How many students were impacted?
2. Perception Data: Immediate assessment of results using a pre-post design
3. Results Data: Intermediate assessment, which provides an indication of long-term movement toward the desired result such as improvement in graduation rates.

Action:

Use this space to describe how you will report results based on your planned activities. Use your Curriculum Action Plans and Close the Gaps Action Plans to develop Results Reports. (Also see Appendix I for sample Results Reports.)

Results:

Check off the steps you or your school have taken to collect results data:

	Yes	No	Target Date
1. Results data is collected based on the Action Plans	_____	_____	_____
2. Data collected includes			
a. Process data (# of students)	_____	_____	_____
b. Perception data (pre-post, competency attainment)	_____	_____	_____
c. Results data (long range results detailing how students are different)	_____	_____	_____
3. “So What” or Implications Reports are provided to constituencies.	_____	_____	_____

Element 16: School Counselor Performance Standards

Definition:

The ASCA National Model provides thirteen standards that include program implementation, program evaluation and professionalism for assessing counselors performance. Counselor performance standards must be directly tied to the program components being delivered. It is suggested that counselors and administrators design appropriate tools based on school board and bargaining unit policies.

Example:

The thirteen counselor performance areas are:

- | | |
|--------------------------------------|---|
| 1. Program Organization | 8. Use of Data |
| 2. Guidance Curriculum | 9. Student Monitoring |
| 3. Individual Student Planning | 10. Use of Time/Calendar |
| 4. Responsive Services | 11. Results Evaluation |
| 5. Systems Support | 12. Program Audit |
| 6. Counselor/Administrator Agreement | 13. Counselor as Advocate, Leader, Collaborator, Change Agent |
| 7. Advisory Council | |

Action:

Use this space to describe how counselors' performance is evaluated at your school. Write any suggested changes that could be made to better align counselor performance standards with the components of the Arizona Model For Counseling Programs. (See Appendix J for sample appraisal instrument)

Results:

Check off the step you or your school have taken to evaluate counselor performance:

	Yes	No	Target Date
1. Counselor performance is self evaluated using documents that align with program components.	_____	_____	_____
2. Administrators using documents that align with program components evaluate counselor performance.	_____	_____	_____

Element 17: Program Audit

Definition:

The Program Audit is a tool to assess how well your counseling program meets the standards as established by the American School Counselor Association and adapted by the Arizona Department of Education.

It is recommended that a Program Audit be completed annually to measure the progress toward implementation of the Arizona Model for School Counseling Programs. In this way strengths and areas of refinement can be determined and targeted for program improvement.

Example:

The Arizona Model for School Counseling Programs Audit can be found in Appendix K. Also see ASCA National Model Program Audit on pages 110-120.

Action:

Complete the Program Audit found in Appendix K.

Results:

Check off the steps you or your school have taken to complete a Program Audit.

	Yes	No	Target Date
1. The program is audited annually	_____	_____	_____
2. The audit is used to develop the improvement plan for the program.	_____	_____	_____
3. The audit results are presented to the administration, Advisory Council and School Board.	_____	_____	_____

Appendix

- A. ASCA National Standards**
- B. National Career Development Guidelines**
- C. Linking Your Counseling Program to Standards**
- D. Curriculum Resources**
- E. Counselor/Administrator Agreement**
- F. Curriculum Action Plans**
Close the Gap Action Plans
- G. Time and Task Analysis**
- H. Master Calendar**
- I. Results Reports**
- J. Arizona School Counselor Performance Appraisal**
- K. Program Audit**

Appendix K: PROGRAM AUDIT

Arizona Model for School Counseling Programs: A Framework for Competency Based Guidance

This program audit is used to assess your school counseling program in comparison with the American School Counselor Association National Model and the Arizona Model for School Counseling programs. It is suggested that an annual audit be performed for each school to determine strengths and areas of refinement so as to continually improve the program for all students.

School: _____ District: _____ Date: _____

Directions: For items 1-17 below, please mark an “X” in the box that best describes the status of your program relative to the criteria described for each item.

I. Foundation⁴ Philosophy, Mission, Goals, Competencies	0 No/None	1 In Progress	2 Completed	3 Implemented	Targeted for 2003- 04
1. A statement of Philosophy has been written that includes benefits, implementation and evaluation strategies					
2. A mission statement has been written that includes all students and competencies to be learned.					
3. Goals/standards have been written/adapted according to a structured framework (academic, career, personal/social)					
4. Student competencies and indicators have been written/adopted for each goal.					

⁴ Also see ASCA National Model pages 110-112 for additional criteria.

II. Delivery System⁵ Guidance Curriculum, Individual Student Planning, Responsive Services, System Support	0 No/None	1 In Progress	2 Completed	3 Implemented	Targeted for 2003- 04
5. Guidance Curriculum					
5.1 Guidance curriculum has been written and includes grade level competencies, activities, resources and evaluation					
5.2 Guidance curriculum is aligned and integrated into the academic/career and technical standards of the school.					
6. Individual Student Planning					
6.1 Every student has a written educational/career plan that is updated annually.					
6.2 Individual and/or small group guidance is available to assist student with unique academic, career, personal/social needs.					
7. Responsive Services					
7.1 Students are assisted in solving immediate problems that interfere with their academic, career and per/social development.					
7.2 Individual and small group counseling is provided related to the unique needs of students.					
7.3 Annual written crisis intervention plans are in place.					
7.4 The guidance department maintains and uses an updated list of emergency and community referral agencies.					

⁵ Also see ASCA National Model pages 112-114 for additional criteria.

II. Delivery System⁶ Guidance Curriculum, Individual Student Planning, Responsive Services, System Support	0 No/None	1 In Progress	2 Completed	3 Implemented	Targeted for 2003- 04
8. System Support					
8.1 Resources are available to support the guidance program (staff, clerical, materials)					
8.2 Counselors provide professional development activities.					
8.3 Counselors participate in professional development activities.					
8.4 Counselors serve on curriculum committees, school improvement teams and community councils.					

⁶ Also see ASCA National Model pages 112-114 for additional criteria.

III. Management System⁷ Agreements, Advisory Council, Used Data, Action Plans, Used Time, Calendars	0 No/None	1 In Progress	2 Completed	3 Implemented	Targeted for 2003- 04
9. School Counselor/Administrator Agreement: Counselors and Administrators agree in writing on assignments and expected results for students, staff, parents, etc.					
10. Advisory Council: An advisory council representative of your school/community demographics is in place and semi annually reviews the program audit, results report and guidance strategic plan.					
11. Use of data and student monitoring: There is an established procedure to monitor students' progress using academic, academic related and student competency data.					
12. Use of data and academic/CTE Success: There is an established procedure to monitor students' progress using academic/CTE competency data.					
13. Action Plans: Written plans that specify the results, curriculum, activity, time, person responsible and evaluation and Close the Gap Plans are on file for the current school year.					
14. Use of time/calendar: A master calendar of events is written and published that effectively plans and promotes the school counseling program.					

⁷ Also see ASCA National Model pages 115-118 for additional criteria.

IV. Accountability System⁸ Results Reports, Counselor Performance Standards, Program Audit	0 No/None	1 In Progress	2 Completed	3 Implemented	Targeted for 2003- 04
15. Results Reports					
15.1 Results based evaluation is conducted to assess process data (# of students), perception data (pre/post competency attainment) and results data (how students are different over time).					
15.2 Written results reports that provide implications as to the meaning behind the data are provided to administration, advisory council and others.					
16. Counselor Performance Standards:					
16.1 Counselor performance is evaluated with documents that align to the components of the National Model.					
17. Program Audit					
17.1 The counseling program is audited annually and used as the basis for writing program improvement plans.					
17.2 The School Counseling program has been presented and accepted by counselors, administrator, advisory council and the school board.					

⁸ Also see ASCA National Model pages 119-120 for additional criteria.